

**General Certificate of Secondary Education**

**A343CA**

**Citizenship Studies**

Unit A343: (Extension) Leading the Way as  
an Informed Citizen

**Specimen Controlled Assessment  
Material**

Time: 4 hours

## INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the Citizenship Studies specification for instructions on completing controlled assessment tasks.

## INFORMATION FOR CANDIDATES

- The Controlled Assessment for Unit A343 of the GCSE course is worth **30** marks (30% of your total mark).
- Marks for each task are given in brackets at the end of the task. Tasks A and C include marks for the quality of written communication.

## INSTRUCTIONS TO CANDIDATES

- You have a maximum of four hours to complete the Controlled Assessment under the supervision of your teacher.

This document consists of **3** printed pages and **1** blank page.

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**You should complete the following tasks:**

**Task A** (You should spend no more than two hours on this task.)

Use the documents in your Source Book and up to four additional documents of your choice to help you. Attach these to your work.

**Write an essay to show how far you agree with the following statement:**

**‘People should be allowed to wear religious clothing and symbols at school. We should change the law to make it fairer and clearer.’**

In your answer, you should:

- describe, explain and evaluate the arguments for and against giving people the legal right to wear religious clothing and symbols at school and at work.;
- describe and evaluate existing UK law on the issue of school uniform;
- describe and explain the changes you may wish to make to UK law on this issue **or** explain why you think the law should remain as it is. **[15 marks]**

**Task B** (You should spend no more than 40 minutes on this task.)

Use your research notes, the documents in your Source Book and your knowledge of the democratic process to help you. Attach these to your work.

**Describe the support that might be available to someone who feels that they have been discriminated against in school or at work.**

In your answer, you should:

- describe the different sources of support available to individuals in this case;
- explain how these sources of support would be useful to the individual. **[5 marks]**

**Task C** (You should spend no more than 1 hour and 20 minutes on this task.)

Choose **either** the *Equality and Human Rights Commission* **or** *Kick it Out*.

Use your research notes, the previously-selected web page from their website, your own knowledge from Unit 3 and the introduction to the Source Book to help you. Attach these to your work.

**For either the *Equality and Human Rights Commission* or *Kick it Out*, explain why their work is important.**

In your answer, you should:

- describe the work of your chosen organisation;
- explain the purpose of this work;
- explain why this work is important in our society. **[10 marks]**

SPECIMEN

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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**CITIZENSHIP STUDIES**

**Specimen Controlled Assessment Mark Scheme**

Unit A343: (Extension) Leading the Way as an Informed Citizen

The maximum mark for this unit is **30**

SPECIMEN

TASK (Assessment Objective)	Level Descriptor	Marks
	<b>A task that does not meet the criteria statement in the lowest band will be awarded zero marks.</b>	
<b>Task A (AO3)</b>	<p><b>Level 1</b></p> <p>Candidate responds to the task by <u>stating</u> their basic position i.e.</p> <ul style="list-style-type: none"> <li>• people should <b>or</b> should not have the right to wear religious clothing and symbols at school and at work.</li> <li>• the law should be changed <b>or</b> should not be changed.</li> <li>• <b>or</b> a simple combination of the above points.</li> </ul> <p>Writing is legible.</p> <p>A clear statement is made.</p> <p>Information is organised at a simple level to aid communication.</p> <p>For 3 marks candidates should refer to at least 1 relevant piece of evidence related to their basic position on the issue.</p>	<b>1-3</b>
	<p><b>Level 2</b></p> <p>Candidate provides a simple description of the arguments for <b>or</b> against people having the right to wear religious clothing and symbols at school. The candidate might also state and attempt to describe their views on UK law at this level.</p> <p>Relevant evidence is included from documents originating from the Source Book or elsewhere demonstrating a basic ability to analyse, interpret and organise information.</p> <p>Writing is legible and includes the use of simple conventions related to grammar, spelling and punctuation.</p> <p>A clear description is given.</p> <p>Information is organised, analysed and interpreted to add weight to the candidate's description.</p> <p>At least 2 different relevant pieces of evidence are needed for 6 marks.</p>	<b>4-6</b>
	<p><b>Level 3</b></p> <p>Candidate provides a balanced description and some explanation of the arguments for <b>and</b> against people having the right to wear religious clothing and symbols at school. An appropriate selection of relevant evidence is included from Source Book documents <b>and</b> elsewhere demonstrating a sound ability to analyse, interpret and organise information.</p> <p>Grammar, spelling, punctuation and legibility are sufficiently sound to communicate meaning effectively.</p> <p>A clear explanation is given.</p> <p>Information is selected, organised, analysed and interpreted to add weight to the candidate's description.</p> <p>The candidate must also write a simple evaluation of UK law on this issue for 9 marks.</p>	<b>7-9</b>

	<p><b>Level 4</b></p> <p>Candidate provides a coherent evaluation of the arguments for <b>and</b> against people having the right to wear religious clothing and symbols at school. Appropriate evidence has been chosen carefully from the Source Book and elsewhere.</p> <p>Candidate provides a coherent evaluation of UK law on the issue and offers a reasoned argument about why they wish to change the law <b>or</b> have it remain unchanged.</p> <p>Grammar, spelling, punctuation are usually accurate and legibility is good.</p> <p>A clear evaluation is given.</p> <p>Information is selected, organised, analysed and interpreted clearly and coherently, using specialist vocabulary as appropriate to add validity to the candidate's evaluation.</p> <p>For 12 marks at this level, the Candidate begins to communicate the complexity of the issue through their use of different arguments and evidence.</p>	10-12
	<p><b>Level 5</b></p> <p>Candidate provides detailed and reasoned evaluation of the arguments for <b>and</b> against people having the right to wear religious clothing and symbols at school. This may include an understanding that people have adopted different positions on the type of religious clothing that might be acceptable (a hijab instead of a niqab, for example) rather than simply arguing about whether or not religious clothing should be worn. Appropriate evidence has been chosen carefully from the Source Book and elsewhere.</p> <p>Candidate provides a detailed evaluation of UK law on the issue. At this level, the evaluation might include an international comparison or an understanding of the problems that might be caused by the existing guidelines on school uniform being interpreted in different ways. They provide a detailed and reasoned argument about why they wish to change the law <b>or</b> have it remain unchanged.</p> <p>Grammar, spelling and punctuation are almost flawless and legibility is good.</p> <p>A detailed and reasoned evaluation is given.</p> <p>Information is selected, organised, analysed and interpreted very clearly and coherently, using specialist vocabulary as appropriate to add considerable support to the candidates evaluation.</p> <p>For 15 marks at this level, the Candidate must provide clear insights into the complexity of the issue supported by different examples and/or evidence.</p>	13-15

TASK (Assessment Objective)	Level Descriptor	Marks
	<b>A task that does not meet the criteria statement in the lowest band will be awarded zero marks.</b>	
<b>Task B (AO2)</b>	<b>Level 1</b> Candidate states at least one appropriate source of support for someone who has been discriminated against at school <b>or</b> work.	<b>1</b>
	<b>Level 2</b> Candidate demonstrates a basic ability to take responsible action to support individual rights in the context of discrimination at school <b>or</b> at work by, for example, demonstrating some knowledge of the forms of discrimination that might apply at school or in the workplace. He / she describes at least one appropriate source of support available in such cases.	<b>2-3</b>
	<b>Level 3</b> Candidate demonstrates a sound ability to take responsible action to support individual rights in the context of discrimination at school <b>or</b> at work by describing a selection of appropriate support available in such a case and explaining how the support would be useful.	<b>4-5</b>



TASK (Assessment Objective)	Level Descriptor	Marks
	<b>A task that does not meet the criteria statement in the lowest band will be awarded zero marks.</b>	
<b>Task C (AO1)</b>	<b>Level 1</b> Candidate makes some limited but relevant statements that help to describe the work of his / her chosen organisation. Writing is legible. At least one clear statement is made. Information is organised at a simple level to aid communication.	<b>1-2</b>
	<b>Level 2</b> Candidate provides a simple but clear description of the work of his / her organisation by selecting and communicating relevant knowledge. Writing is legible and includes the use of simple conventions related to grammar, spelling and punctuation. A simple but clear description is given. Information is organised to support the candidate's description. For 4 marks, the candidate provides a simple explanation of the purpose <b>or</b> importance of the organisation's work.	<b>3-4</b>
	<b>Level 3</b> Candidate provides a sound description of the work of his / her organisation. He / she selects several appropriate examples illustrating at least two different aspects of this work. He / she also explains the purpose of the organisation's work by recalling and selecting information from his / her preparatory studies. Grammar, spelling, punctuation and legibility are sufficiently sound to communicate meaning effectively. A detailed description is given. Information is selected carefully and organised well in order to add weight to the candidates description. For 6 marks, the candidate also shows some understanding of the organisation's work in a wider social context of the specification theme <i>Citizenship, identity and community in the UK</i> .	<b>5-6</b>
	<b>Level 4.</b> Candidate provides a detailed description of the work of his / her organisation by selecting and communicating relevant knowledge. Different aspects of the organisation's work are understood and described with appropriate supporting examples. Grammar, spelling, punctuation are usually accurate and legibility is good. A detailed description is given. Information is selected, organised, analysed and interpreted clearly and coherently, using specialist vocabulary as appropriate to add validity to the candidate's evaluation. For 8 marks at this level, the Candidate clearly explains the purpose of the organisation's work by recalling and selecting information from his/her preparatory studies.	<b>7-8</b>

	<p><b>Level 5</b></p> <p>Candidate provides a thorough and detailed explanation of the purposes of the organisation's work and the importance of that work within the wider social context of the specification theme <i>Citizenship, identity and community in the UK</i>. Descriptions of the different aspects of the organisation's work are used to support this explanation.</p> <p>Grammar, spelling and punctuation are almost flawless and legibility is good.</p> <p>A detailed and reasoned evaluation is given.</p> <p>Information is selected, organised, analysed and interpreted very clearly and coherently, using specialist vocabulary as appropriate to add considerable support to the candidates evaluation.</p> <p>For 10 marks at this level, the Candidate must show a clear understanding of the organisation's work in a wider social context of the specification theme <i>Citizenship, identity and community in the UK</i>.</p>	<b>9-10</b>
<b>Total marks for Unit A343</b>		<b>30</b>